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DIDACTIC PRINCIPLES OF EFFECTIVE ORGANIZATION OF TECHNOLOGY LESSONS

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Abstract:
The article describes the content of teaching technology lessons in general secondary education based on didactic principles. It discusses ways to develop students mentally and physically, how to work with them, how to focus on reading and learning, and how to organize students' personal activities.

Keywords:
Didactic principles, consciousness and activity, systematization and consistency, unity of theory and practice, the principle of demonstration, pedagogical activity, interaction.

INTRODUCTION

It is known that the development of any subject is based on didactic principles and pedagogical technologies, and should be directed to the education of the student's personality. In the center of the theory of pedagogical technology are the leader of the educational process, at the same time, the teacher and students, who are both the subject and the object of this process. Therefore, it is necessary to meet the most modern requirements of mutual cooperation between these entities, mutual communication, and their mutual influence. For this, the teacher, first of all, needs to know the requirements for the organization of the educational process, the principles and ways of organizing and managing education, the methods that serve to develop the student mentally and physically, with him to cooperate, to direct him to study and study, to properly organize the activities of the student, to communicate with them, to jointly eliminate problems and disagreements that arise in the process of organizing pedagogical activities, to be creative in the audience, creating a working environment, it should be equipped with methods that allow accurate and correct evaluation of the student's activity.

MAIN PART

Knowing the didactic principles of teaching technology and their essence allows us to have a clear idea about this process. Therefore, below we want to talk about the main didactic principles of science and their essence. Technology is taught in general secondary educational institutions based on the following principles. Teaching technology classes based on the principle of consciousness and activity will help students to consciously and actively acquire scientific knowledge and methods of their practical application, develop creative initiative and independence, thinking, and speech in educational activities. The principle of consciousness in teaching is to understand the specific goals of the educational process in students, to master the evidence, events, processes and the connections between them, to be able to apply the acquired knowledge in practical activities, means standards.

The rule of revealing the literal meaning of each word and sentence, using the method of figurative comparison, relying on the existing knowledge and skills of the students.

- The rule of finding answers to the questions as a team, making good use of the mutual learning power of the students.
- The rule of educational influence on the student, knowing that the student is always at the center of the lesson without putting the academic subject at the center of the lesson.
- In order to make the teaching process more successful, after each concept is given, the rule is to reinforce it with several examples.
- The rule of teaching students to think and act independently by never repeating what the teacher said, copying or quoting from others.
- The rule of developing creative thinking in children by comprehensively analyzing the given knowledge.

The principle of scientism and systematicity in technology lessons requires that students be taught scientifically based, practically tested information. The latest achievements and discoveries of science and technology should be used in their selection. In the process of acquiring scientific knowledge, students develop a scientific outlook and thinking. The wide and deep scientific content of the educational material taught in each lesson should create not only knowledge, but also thinking in the student and form his creative ability. For this, the teacher should consistently improve his scientific level and be aware of modern pedagogical technologies, discoveries and scientific innovations. The knowledge the student learns must be theoretically confirmed and tested in practice. Teaching based on the principle of systematicity and consistency requires organizing teaching in such a way that the teaching of academic subjects is carried out in a strictly logical order. Students acquire knowledge skills and competences consistently and at the same time learn to use them to solve practical tasks. The principle of systematicity and consistency is implemented at all stages of the pedagogical process. Its requirements are reflected in the creation of textbooks and programs. The correct distribution of learning material requires the transition from simple to complex, from simple operations to more difficult operations. The operation of this principle in pedagogical practice is carried out through the following rules.

1. Separation of knowledge into logically completed parts of knowledge given by students for complete mastery of the system of knowledge.
2. Do not include in the lesson plan any questions and problems that you do not have enough time to fully reveal the content of.
3. Never break the logic, and when it breaks, eliminate it immediately to prevent misappropriation.
4. Explain that a subject is a small scale model of a larger subject and show inter-discipline connections.
5. To always check that the assimilation of theoretical knowledge is going correctly: to constantly remind the studied object, subject, theoretical foundations, basic concepts, theory and the limits of its application, and check their implementation.

6. It should always be remembered that it is difficult to explain and scientifically substantiate something that you supposedly know well after hearing it every day. Therefore, it is necessary to always use the previous knowledge and logic methods of children.
7. Maintaining consistency between the content of knowledge and methods of its delivery at the levels of primary, general and higher education.
8. Constant use of advanced teaching methods.
9. In order to maintain structure and regularity in teaching, always keep back the previously learned knowledge.
10. Using the method of returning previous knowledge, not only at the beginning and at the end of the lesson, but also when explaining each piece of knowledge.
11. Not expressing new ideas other than new words that are quickly introduced with past knowledge.
12. Not only language teachers should monitor students' language literacy, but all teachers should do this.
13. Patiently and persistently teach children to think independently and acquire knowledge through hard work.
14. Always remind children of the prospect of studying.
15. At the end of each section, of course, generalizing exercises.
16. Constantly correcting mistakes in children's answers.
17. Never try to artificially activate the activities of tired children, and proceed from the children's physical and mental capacity for activation.
18. Requiring children to develop skills and competences for the acquired knowledge.
19. It should be remembered that the accumulated knowledge will not be forgotten. If it is forgotten, it is easy to recall it immediately through the complex.
20. The rule of not forgetting Y. A. Komensky's admonition that everything should be carried out in a continuous sequence, what you say today should strengthen what you said yesterday and pave the way for what you say tomorrow.

The principle of consistency requires following the rules of elementary didactics: from simple to complex, from known to unknown. When passing topics or solving technological problems, the teacher should plan the lesson in such a way that it is understandable to the students. In this, the age and individual characteristics of students should be taken into account. Organization in technology classes based on the principle of the unity of theory and practice - since scientific knowledge appears on the basis of the needs of people's production activities, serves this activity and is connected with life, in order to acquire this knowledge, it is necessary to master it and apply it in practice. should be applied. Preparing students for practical activities begins with the process of acquiring theoretical knowledge. It will then be continued with experience and practical training. In these classes, students check, strengthen and deepen their knowledge under the guidance of the teacher. They form the skills and abilities to apply them in practice.

There are various forms of connecting theory and practice unity:

- the correctness of any knowledge is tested and confirmed in practice;

- practice is the criterion of truth, the source of knowledge and the scope of application of research results;
- properly organized education comes from life;
- the effectiveness of education is determined by how closely it is related to practice;
- effectiveness of education. determined by its connection with polytechnic education;
- the more the imparted knowledge is related to life, the more conscious is the acquisition of knowledge in children.

These are implemented in practice through the following rules:

1. In imparting knowledge and upbringing, the child learns how necessary it is for his life.
2. In imparting knowledge, move from life to knowledge or from knowledge to life.
3. In imparting knowledge, to emphasize that this knowledge was discovered because it is necessary in life.
4. To acquaint students with the newest work tools and labor relations.
5. Require students to test their knowledge in practice.
6. Practical demonstration of the connection of the school with production.
7. Connecting knowledge with practice by giving examples of the achievements of the production process of knowledge transfer.
8. In teaching, based on students' work experience.
9. Social work is carried out only on the basis of the teaching process.
10. Carrying out mental work with physical work.

The unit of education and training is the first - in the school, the student not only acquires knowledge, skills and abilities, but also is perfectly educated in all aspects. In the process of mental and physical work, character traits and even behavior develop skills and habits. It is very important to correctly determine the educational aspects arising from the content of the subject and to ensure its implementation as a whole along with education. Organization of technology lessons based on the principle of instruction - the instruction of teaching confirms that only if the students have a certain emotional practical experience related to the direct perception of the studied processes, objects and events, they will consciously learn the knowledge. and it is possible to create scientific ideas and concepts in them. This principle requires the use of different senses in the teaching process: sight, hearing, feeling with the body, etc. Demonstration of work methods and operations is widely used in the teaching process to develop skills and abilities in students. Instructiveness increases students' interest and interest, helps them to remember the lesson well (poster, slide film). Organization based on the principle of solid and thorough mastering - the principle of solid and thorough mastering is reflected in the long-term research of all advanced teachers and pedagogic scientists. It combines theoretical and empirical knowledge. The process of knowledge retention is complex, and research over the years has made changes to this process. Today's understanding of the process of solid acquisition of knowledge requires the introduction of the following new rules into this process.

1. In today's education, it has been proven that thinking takes precedence over memorization. Therefore, in order to save mental energy, students should pay less attention

to remembering unnecessary and insignificant things, and help them spend more effort on thinking about it.

2. It is necessary to pay attention that students do not remember things that they understand or have misunderstood. The child only remembers what he understands well and is sure of its correctness.

3. In order to free the child's memory from remembering insignificant information, teach them to use different dictionaries and encyclopedias.

4. To teach children to remember the things to be remembered by making them extremely short and easy to remember, fluently, if possible, putting them into the weight of poetry.

5. To teach young people to remember them based on the rule of remembering of the science of psychology, taking into account that forgetting happens quickly after acquiring knowledge.

6. Do not make memorization a homework, but make him interested in it and renew this interest from time to time.

7. Start repetition exercises when the child acquires new knowledge. Because these things are sure to be forgotten later.

8. Avoiding the activities of internal and external factors that weaken the child's attention, constantly fighting with the patient of laziness, and not slowing down the pace of learning.

9. Not to start imparting new knowledge without forming interest and positive attitude towards the imparted knowledge. Don't forget that the knowledge given by force is not kept in the child's memory for long.

10. As soon as the pace of acquiring knowledge begins to decrease, to identify and eliminate its cause. Usually, a decrease in the rate of learning occurs after fatigue.

11. Not forgetting that self-reporting by students is an important factor in memorization and paying great attention to self-discipline.

12. Review lessons should be organized in such a way that they not only serve to restore knowledge in memory, but also benefit thinking. That's why return classes are not included in the main lesson system, but increase or decrease its size.

13. In order to keep the given knowledge firmly in the memory, make it interesting and give it using visual aids.

14. In order for the new knowledge to remain firmly in the memory, connect it with the previous knowledge.

15. Learning to logically integrate knowledge.

16. Refrain from giving easy and monotonous tasks, they bore children without interest.

17. Before conducting exercises, provide information about the order and result of their execution.

18. Keeping students from getting tired during the training period.

19. Correct use of modern control methods.

20. Teaching students to monitor and evaluate their own work.

Organization based on the polytechnic principle - the polytechnic principle of consistency between the stages of technological science is of great importance. It is very important that teenagers apply and improve a number of polytechnic skills acquired in the lower grades

during the workshops. It is necessary to master the skills of using a ruler, ruler and pencil in planning paper and use it in planning metal. In this respect, students' modeling skills will be very useful. Readers will find much in common between paper, tinfoil, and paper cutting. In the process of modeling, there are unlimited opportunities for students to apply the knowledge gained in the lower classes on this work, etc. The principle of teaching technology classes on the basis of productive work, some pedagogic theorists put forward the opinion that it is impossible to combine teaching with productive work. They put forward the wrong idea that the work done in technology education classes is enough if it is done on the basis of exercises. But life has shown that this idea is wrong, i.e. it has been proven that only when the student sees the end of his work, his interest in work and respect for the worker increases. That is why it is appropriate to conduct technology lessons on the basis of productive work.

CONCLUSION

In the theory of didactics in general secondary educational institutions, the concept of knowledge is interpreted in the following two different ways: a) knowledge that students should acquire; b) knowledge acquired by them, used in the process of practical activity, turned into personal experience. Knowledge is strengthened only in the process of activity, therefore, it is necessary to educate students to be able to apply theoretical knowledge in practice. Knowledge that does not have practical application is soon forgotten. These are the didactic principles, that is, the initial rules, of the science of technology. Organization of pedagogical activities based on them will improve the teacher's pedagogical skills, acquire intellectual and moral qualities of students, and create a foundation for their personal experiences.

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