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ACTIVATION OF PRACTICAL SKILLS IN TECHNOLOGY LESSONS: TOOLS, FORMS AND METHODS

Feruza ALKAROVA
Scientific researcher,
Research Institute of Pedagogical Sciences of Uzbekistan after named T.N.Kari Niyazi,
Tashkent, Uzbekistan
Email id: mrs_alkarova@mail.ru

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Abstract:

This article says that along with general education skills, communication skills are also important for activating pupil's practical skills. It is about expanding the opportunities for the development of pupil's creative abilities, about the means, forms and methods of providing them with innovations, new knowledge and educational material.

Keywords: Practical activity, competence, general education skills, communication skills, reproductive tasks.

INTRODUCTION.

It is important for students to master the methods of practical activity in organizing situations to activate their practical skills. Expected effectiveness is provided only when these methods are matched to their specific abilities. In the process of analyzing skills, it should be emphasized that along with general educational skills, communicative skills should be formed in students.

Communication skills specific to labor relations are formed in technology classes. The development of the ability of social thinking in students is carried out by mastering the subject-image forms of professional thinking. This is characteristic of the reproductive level of cognition and corresponds to the creative form of finding content with the help of concepts and words. This is achieved by studying and mastering ready-made materials. The creative level of thinking is manifested by designing, depicting, and creating certain items.

Specialists paid special attention to the results of checking and identifying the creative abilities of students. Including G. Hasanova, N.V. Kukharev, etc. According to them, the activation of students' practical skills is carried out by improving their activities. Students achieve this by analyzing various evidence with the help of acquired knowledge, skills and abilities. Special attention is paid to the development of students' intellectual and creative abilities. As a result, students' creative independence increases.

RESEARCH METHODOLOGY.

Expanding the opportunities for the development of students' creative abilities is carried out by providing them with news, new knowledge and educational materials. Pupils understand the practical importance of labor and technologies and acquire the experience of a positive attitude towards labor tools based on subject-subject relations. For example, they learn ways of knowing by communicating with their classmates. When the teacher puts reproductive level tasks in front of the students, their voluntary capacity and interest in these educational materials decreases.

We paid attention to the following when organizing situations for activating students' practical skills in technology classes:

1. Demonstrating methods of knowledge in the process of activating students' practical skills and explaining the essence of this method by the teacher.
2. Using methods of knowledge in performing tasks based on examples in organizing situations to activate students' practical skills.
3. Acquaint students with situations of activation of practical skills proposed by the teacher, use these methods in the process of performing independent tasks at different levels of activation.
4. Such as applying these methods in familiar situations and identifying ways to use them in other, unfamiliar situations.

ANALYSIS AND RESULTS.

In order to activate students' practical skills, the use of visual aids and computer technologies is also important. That is why it is important to use basic outlines in the form of block diagrams. Specific events, evidence,

constructions are not perceived separately, but in the form of integrated blocks and concentrations. For this, students need to learn new ways of acquiring knowledge. We will try to express these methods in the table below.

Methods of activating students' practical skills in technology classes
Table 1

Traditional	Innovative
The teacher's presentation of new educational materials as a collection of evidence	The teacher's presentation of new educational materials as theoretical generalizations
Learners' acquisition and consolidation of evidence at the non-reproductive level	The teacher's presentation of new arguments based on theoretical materials Students' independent search for new evidence
The teacher's theoretical conclusions	Students' use of concepts, data and evidence clarifying theoretical materials with the help of the teacher, strengthening of new learning materials mastered by students
Students repeat the teacher's conclusions, students clarify the teacher's conclusions using examples	Formation of different points of view among students in connection with the studied event, students' justification of their personal views
Control of students' acquired knowledge through oral and written surveys.	Control of students' acquired knowledge with the help of surveys and tests

Practical skills of students play an important role in this. In this process, the ability to identify cause-and-effect relationships by separating the main idea is of particular importance.

As a methodical tool for organizing the mastering of the presented educational materials, it is extremely necessary to make basic summaries based on its content. Learning materials to be mastered are presented in the form of blocks. Pupils perform intellectual operations such as abstraction, clarification, generalization and classification regularly during technology lessons.

Situations to activate students' practical skills allow to design the educational process in advance. Methods, a set of methods and their consistency, directing the processes of activating students' practical skills to a specific goal:

- subject-subject relations of teachers and students;
- multidisciplinary relations of teachers and students based on mutual cooperation;
- influencing students' interests and needs in a holistic way;
- development of students' emotional, voluntary and cognitive spheres;
- planning of students' knowledge in advance;
- use of self-assessment and feedback opportunities;
- creates favorable pedagogical conditions for emphasizing the activation of students' practical skills.

Targeted, meaningful, organizational, operational, and diagnostic parts can be included in the project of activating students' practical skills. These parts work in a strong relationship with each other to activate students' practical skills.

The target part represents the goal of activating students' practical skills in technology lessons. To create favorable pedagogical conditions for students to master educational materials based on the curriculum, to freely work, to acquire and design knowledge, to organize their work at higher levels of creative knowledge, to create opportunities for them to acquire lower levels in advance embodies the likes. The purpose of diagnosis is implemented at all stages of activation of students' practical skills.

A meaningful part of the activation of students' practical skills represents the selection of educational materials aimed at this goal based on the requirements of DTS and educational programs. In this, the teacher relies on certain didactic principles, selects information that is convenient for students to remember, applies an individual and differentiated approach to them.

The organizational part of activating students' practical skills is coordinated with the help of game and problem teaching methods. Taking into account the age characteristics of students, a sensitive approach to mastering new information presented in the technology lesson is applied as a leading educational activity. In this process, students' cognitive abilities and social skills develop rapidly. The use of information that serves to activate the practical skills of students and encourages them to be active allows them to make natural decisions, demonstrate resourcefulness skills in the process of didactic games, to be able to independently formulate educational tasks, to find several correct answers. to come up with options, to be able to choose the most important one from different situations of importance, to justify their assumptions with the help of evidence, to engage in mutual cooperation while showing positive emotions in classes, to contribute to the creation of optimism and creative atmosphere among the team should help them to add. Pupils should be able to express their opinions in lessons, justify them with evidence, show their impressions and completed tasks, ask each other what they don't understand, the teacher should give

them more practical work, In order for them to show regular activity, a favorable pedagogical environment should be created during the educational process.

In order to maintain a functionally positive state of students, ensure mental stability during the training, coordinate their mental and practical work, for this, regularly perform physical activities, perform hand and finger movement exercises, distribute handouts calmly and gracefully. it is recommended to present to the students, to implement action didactic games. In such classes, educational tasks should be completed in pairs, individually, in small and mixed groups, and together with the whole class.

CONCLUSION/RECOMMENDATIONS.

The practical implementation of the operational part of the system of activating students' practical skills is aimed at gradually demonstrating the level of intellectual activity.

In this:

1. Knowledge: the ability to know, to reproduce specific information with evidence, criteria, terms, methodological theories and principles.

2. Understanding: understanding the essence of any information. B. Bloom's taxonomy shows three types of understanding:

- to translate - to understand the expressed thoughts and transfer them to another form;
- analysis - reconstruction of ideas in a new form;
- extrapolation, generalization of specific features of the part - prediction and assessment of reality based on the acquired information.

3. Application: applying, adopting and implementing principles or processes in new situations. For example, using learned vocabulary in speech situations.

4. Analysis: dividing the given text into separate parts, understanding and explaining the logical connection between them.

5. Generalization: creative processes are combined into a new whole divided into parts. Proposals for hypothesis testing are developed.

6. Evaluation: the process of making judgments about ideas, making decisions, applying methods.

These assessments can be expressed in terms of quality and quantity. However, they are based on certain criteria and standards. For example, students can evaluate certain fairy tale characters. Or they evaluate each other's work.

In addition, at each stage, students master certain methods of practical activity. For example: comparison, analysis, generalization, clarification and abstraction, formation of concepts, judgments, classification, popularization, systematization. Mastering these methods allows you to activate practical skills.

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