



The use of pedagogical technologies in teaching technology

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ABSTRACT

This article discusses the use of interactive methods in educating students, not limited to traditional teaching methods, but to increase the quality of teaching and achieve high efficiency. For this, teachers must have the skills to use pedagogical technologies in their lessons, live and thereby express their identity in society, that is, mature as a person. At the current stage of education, the goal is to teach technology using pedagogical technologies.

Keywords:

Sunlight method, step by step, ability, technology, service, sewing machine

Innovative processes in the social and economic life of our independent Uzbekistan, in turn, require fundamental changes in the field of education, that is, every teacher and specialist needs to effectively use interactive methods in their field. Therefore, the use of interactive methods in pedagogy is one of the current and promising issues of our time.

One of the important goals of the educational policy implemented in our country is to educate the younger generation as well-rounded people. Of course, understanding a well-rounded person as a spiritually mature person, caring for the history, present and future of his homeland, and also burning with the desire to contribute to the economic development of society is in line with today's requirements. However, if we approach this concept analytically, we can realize how multifaceted, complex and comprehensively consistent it is with universal human values.

It can be said that the formation of a well-rounded person, his acquisition of a worthy profession, his valuable contribution to the

development of society, his life, and through this, his manifestation of his identity in society, that is, his perfection as a person, are considered. The pursuit of perfection is a complex process that occurs in tandem with the professional formation of a person and lasts almost a lifetime. In a broad sense, professional formation is understood as a person's education in a particular profession in accordance with his mental abilities, physical capabilities, abilities in one or another field, interests and aspirations, as well as values and worldviews, subsequent entry into this field, adaptation, and finally, over the years, becoming a mature and qualified specialist.

Because, by using interactive methods in educating students, it is possible to increase the quality of teaching and achieve high efficiency, not being limited to traditional teaching methods. For this, teachers must have the skills to use interactive types of teaching in their lessons. When starting to study a new topic with students, the teacher always has a question: how to choose a method, what didactic

materials should be used, what methods can effectively solve educational tasks? To achieve the pedagogical goals of each type of activity, the teacher must mobilize his intellectual potential, use advanced pedagogical experience, and finally, the choice of method must become a real creative act.

In general, the choice of method is determined by the didactic goals of education and upbringing. However, in different pedagogical situations, the types of activities between the teacher and students change and alternate. Naturally, teaching methods are also compared in accordance with these types of activities. The choice of methods and methodological techniques in preparation for a new topic by the teacher means balancing their mutual exchange in terms of time and didactic purpose. As a result, conditions are created for ensuring a high level of intellectual and practical activity for students. Correctly used methods deepen knowledge about objective reality and increase the overall and scientific-theoretical level of the lesson. Below we will consider the day-to-day method.

When passing the day-to-day method, students are divided into 5-6 small groups.

1. The teacher poses one or one problem for each group on the topic being studied.

2. A new topic to be passed: Technological repair tools for sewing machines.

Group 1: Types of auxiliary devices for performing additional operations on sewing machines, principles of their use.

Group 2: Control of current repairs.

Group 3: Work performed during medium repairs.

Group 4: Work performed during major repairs.

Group 5: Autumn cleaning of equipment.

Group 6: Technical safety rules when working on sewing machines.

3. Groups are given 10 minutes to complete the task.

4. In accordance with the given task, each group creates a sunflower on the board based on the problem and its solutions, in which a circle is drawn in the center and flower petals are glued around it.

5. Within the specified time, students exchange ideas on the problems raised, and ideas are written on the petals and placed in the "Flower" circle with the corresponding problem written on it. After the task is completed, each group presents its work.

6. The members of the group team get acquainted with the work of each small group and glue the questions and comments they have about the problem as leaves to the stem of the sunflower.

7. Each group answers the questions given to it.

8. The teacher concludes the lesson after studying and discussing the work of all small groups.

9. Prepare news-oriented exhibitions on the assigned topic.

Explanation: 1. The sunflower grows according to the number of ideas.

2. Each group is given 6 minutes to express their thoughts and opinions on their work

3. The group that has the most petals on the sunflower and correctly explains the ideas on the petals will be evaluated.

We will consider another such method, the step-by-step method.

The purpose of this method is to teach students to think independently and logically, to work as a team, to research, to collect their thoughts and form an understanding from them, to influence the team with their own ideas and to use their knowledge to explain basic concepts.

Procedure for using the method;

1. They are divided into two groups according to the number of students.

Group 1; Question; Information about measuring the width and length of fabrics.

Group 2; Question; General information about detecting defects in fabrics.

2. Students are introduced to the purpose of the exercise and the procedure for conducting it. Each group is given sheets of A-4 paper with a small topic on the left side.

3. The teacher gives the group members the task of getting acquainted with the subtopics written in the handout and writing down what they know on the basis of this topic together with the group members on a blank piece of

paper using a felt-tip pen, and sets a certain time.

4. The group members together express the subtopic given in the handout as fully as possible in writing or in the form of a picture.

5. After filling out the handout, one of the group members makes a presentation. During the presentation, the material prepared by the groups is necessarily logically posted on the blackboard (in a step-by-step manner).

6. The teacher comments on the answers given by the groups or the prepared materials and evaluates them. Finally, we conclude the training session.

When conducted in this way, the training teaches students to make independent decisions and remember the topic, to express them in writing or in a visual form.

In short, its main goal is to make fundamental changes in the socio-economic and cultural development of our independent country. The goal of the national personnel training program is to radically reform the education sector, completely free it from outdated ideological views, and create a national system for training highly qualified personnel at the level of developed democratic countries, meeting high spiritual and moral requirements. The most important and responsible task facing the teachers of our republic is to train specialists who look at the world with new eyes, are capable, know the ropes of work, and build and improve the foundation of our great future. In short, the use of interactive methods in teaching technology contributes to the good mastery of the subject by students.

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