

TEACHING METHODS OF THE SUBJECT TECHNOLOGY

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Annotation

The article discusses the issues of technology teaching methods, methods and teaching aids, which are developed by general didactics, general theory of learning and a number of tasks of this course.

Keywords: teaching technology, pedagogical science, general didactic provisions, subject of research, general technical and special knowledge, pedagogical experiment.

Methodology for teaching technology is part of extensive pedagogical knowledge. It kind of branches off from didactics, or the general theory of learning. In turn, didactics is an integral part of pedagogy as the science of education. This, in general, is the place of the methodology for teaching technology, as well as the methods of other educational subjects, in the general system of pedagogical science: pedagogy - didactics - teaching methodology.

The methodology for teaching technology adopts the same organizational forms, methods and teaching aids that were developed by general didactics and the general theory of teaching. By absorbing the indicated general didactic provisions, their essence, structural characteristics, etc., the methodology modifies these provisions in relation to the goals and content of the educational material of "its" subject, the subject of technology. When applying the method of explanation, for example, in physics, the essence of a physical phenomenon or law is revealed, and in technology, the structure of a machine tool, the essence of a technological operation for processing a particular structural material, etc.

Thus, the methodology for teaching technology can be defined as subject didactics, as a learning theory that reveals the laws of the process of teaching technology.



Any science has its own subject of research. The subject of the technology teaching methodology is the process of equipping students with elements of general technical and special knowledge, instilling in them the skills and abilities to perform basic technological operations for processing materials using hand tools and some machines, as well as the skills to control individual machines.

The process of labor education consists of two sides: the activity of the teacher, or teaching, and the activity of students, or learning, which are carried out in mutual connection and unity. This two-sidedness of a single educational process is characteristic of all school subjects. At the same time, the uniqueness of the content and goals of the subject influences the features of the organization of its study. The methodology explores this uniqueness, based on it, it clarifies the patterns of the process of teaching technology and formulates practical rules for teaching each section in each specific class. This is the general objective of the methodology course, from which a number of its particular objectives follow.

1. Formulation of educational and educational objectives of teaching technology, based on the general goals and objectives of training and education in a general education institution, taking into account the specifics of the subject being studied.
2. Development of requirements for the content of technology education for students of different age groups and, on this basis, determination of practical recommendations for the development of a state standard for the subject educational field "Technology", curricula, textbooks and teaching aids. Testing these recommendations during experimental work at school.
3. Selection of the most appropriate forms of educational work, methods and techniques for teaching technology, development of recommendations for studying individual sections and topics of the curriculum, conducting lessons, etc.
4. Developing ways to connect theory and practice in the process of teaching technology, as well as connecting the study of technology with the basics of science: physics, mathematics, drawing, etc.
5. Development of principles of organization, content and methods of extracurricular and extracurricular work of students in technology and labor, research of the possibilities of this work in satisfying the interests and inclinations of students in the development of their creative abilities and technical thinking.
6. Development of material equipment for the technology training process, requirements for laboratories, technical rooms, training workshops, etc. Familiarity



with and operation of tools, devices and other equipment necessary for the successful implementation of lessons and extracurricular activities.

7. Determination of conditions and factors influencing the choice of types of lessons, their structure, methods and means of teaching in accordance with the goals of these lessons.

All of the specified tasks of technology teaching methods and related problems are solved on the basis of theoretical and experimental research and the study of advanced pedagogical experience.

Pedagogical research is a complex activity to establish the patterns of the educational process, associated with finding, formulating and testing these patterns using a variety of methods.

The process of pedagogical research can be divided into a number of stages.

The first stage is defining a specific area of research, choosing a topic, setting goals and objectives of the study.

The second stage is the construction of a hypothesis, i.e. assumptions about the nature and forms of connection of the pedagogical phenomena being studied, about the causes of these phenomena. The hypothesis is based on scientific material obtained in the process of familiarization with the theory and history of the issue.

The third stage is testing the hypothesis using an experiment or additional study of practical experience.

The fourth stage is the presentation of the research results.

And finally, the fifth stage is the promotion of the research results and their implementation in practice.

Different methods are used at different stages of the study. Therefore, when conducting scientific and pedagogical research, a complex of methods is used at once. The following methods have been widely used in scientific and pedagogical research: theoretical and historical methods, pedagogical observation, conversation method, questionnaire survey, study of educational documentation and learning products, pedagogical experiment.

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