



## THE MAIN FORMS OF TEACHING SPECIALIZED SUBJECTS

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### ABSTRACT

In this article, the topic of the main forms of teaching specialized subjects in the direction of technological education is covered, and innovative indicators in technological education are approached.

### KEYWORDS

Specialized subjects, excursion, technology education, theoretical lessons, training workshops, frontal training, link, instruction.

### INTRODUCTION

Organizational form refers to the methods of organizing and leading students' educational activities aimed at achieving the goal set by the teacher.

The following are used as the main organizational forms of teaching specialized subjects (Figure-1):

- 1). From the lesson;
- 2). From practical laboratory works related to specialization;
- 3). From the tour;

- 4). From student production groups;
- 5). From the database of educational workshops;
- 6). From the circles of students related to specialization, etc.

In most cases, one of the main forms of teaching is the lesson. Other forms of labor education, as well as the lesson, can be organized in 4 different ways, i.e. the form of frontal education, the form of link education, the form of individual education, the form of mixed education. Each of them is used differently in different situations.

Conditions of use in the form of frontal training:

1. In theoretical lessons:

A) in communicating information to all students at the same time;

B) in simultaneous frontal examination of students' knowledge;

V) demonstration and use of OTV;

2. In practical training:

A) in frontal instruction;

B) in some cases during current instruction.

Conditions of use in the link form of training:

1. In theoretical lessons:

A) in the discussion of work objects of each link;

B) using the method of problem-based teaching by links.

2. In practical training:

A) during the instruction to each link;

B) in organizing and conducting the work of units.

Conditions of use in the form of individual training:

1. In theoretical lessons:

A) when explaining to a student who does not understand;

2. In practical training:

A) in giving individual instruction;

B) when it is necessary to perform special tasks;

V) organizing and conducting student activities.

Conditions of use in the form of mixed education:

1. In theoretical lessons:

A) to work with students of different levels;

B) when the content of education has different importance for students;

V) in the lesson on creating a problem situation and conversational methods.

2. In practical training:

A) to have commonality at the same time as the objects of work are different. Also, there are frontal, link and individual forms of organizing training in specialized subjects.

The lesson is the main organizational form of educational work. This statement also applies to technical education majors.

In the practical training of specialized subjects, the lesson makes it possible to implement the main tasks of teaching specialized subjects, to explain new

material, to give a practical task and to connect it well with its solution, to activate students, to involve them in socially useful technology.

Teachers of specialized subjects have a number of characteristics compared to other subjects. These features include:

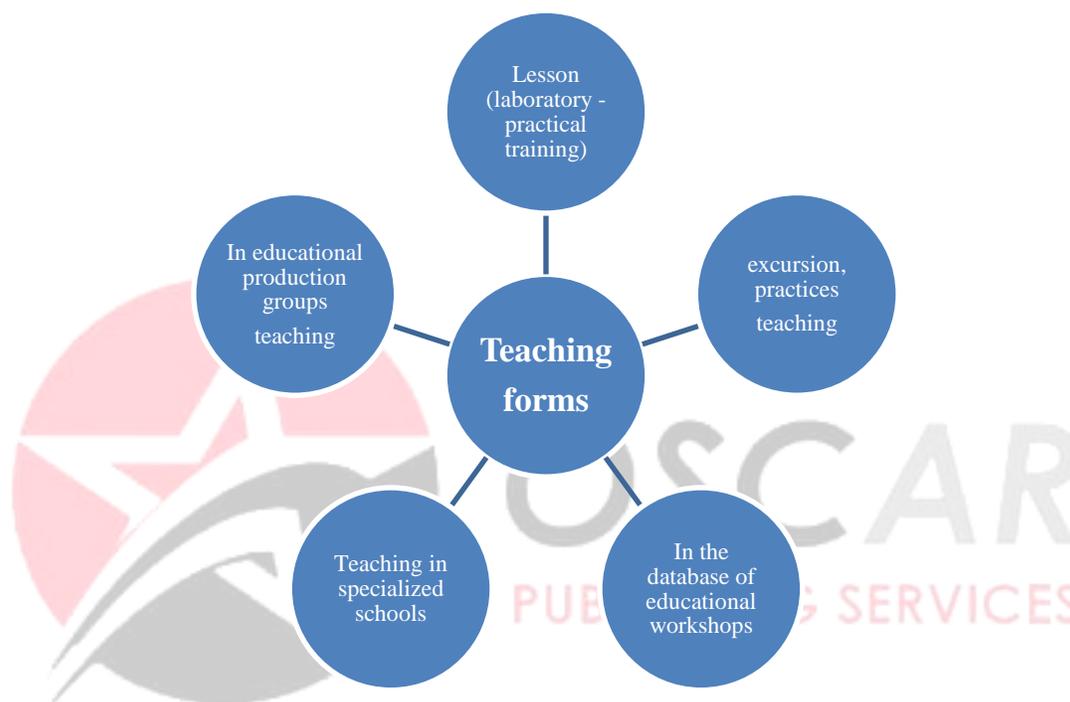


Figure 1. Forms of teaching technology education.

1. The central place in the lesson is occupied by students' practical work. In this regard, it is recommended to conduct classes in classrooms and workshops as double lessons. The disadvantage of short-term practical lessons is that there is very little time left for students' direct practical work. Most of the lesson is spent on preparing and cleaning the workplace, and on the teacher's instruction. During 90 minutes, students have time to complete a certain technology task, which gives them moral satisfaction and allows the teacher to evaluate the work results.

2. Practical work of students is organized on the basis of productive work.

3. During classes in classrooms and workshops, students work with various processing tools, process food products and materials on devices, lathes and machines, and directly participate in the process of product creation. Therefore, it requires special training that ensures the safety of the lesson.

Practical training means the clear organization of educational technology activities, which include both team and individual types of work, carried out under



the guidance of a technology education teacher, in order to actively, consciously and firmly master the educational material of students. must understand. In the process of practical training, the content of the program is disclosed, the goals and tasks of technology education and upbringing are implemented.

The direction of technological education is a form of training of students in state workplaces and training workshops, in which machines are allocated to students in special training areas or workshops. they will prepare any necessary detail or custom for this enterprise. During this period, the task of the teachers of the higher school is to monitor the work of the students, to achieve the fulfillment of the assigned tasks and to prevent the failure.

The form of training of students in production groups. High school students can be trained as part-time members of labor teams. At this time, workers are divided into teams of one or three, and they perform their work under the instructions of the production teams.

Practical training in the field of specialized sciences should be of various types, i.e. study of new technical and technological information and technological processes, improve knowledge, technological skills and qualifications, conduct excursions to enterprises and events. There may be training sessions. Despite the fact that the types of practical training conducted in classrooms and workshops are diverse, all of them must meet the following general requirements;

- 1) The purpose and tasks of the training should be clearly and unambiguously expressed.
- 2) The structure of the lesson should be didactically justified and fully meet the content of the educational material.

3) It is necessary to choose the objects of practical work correctly, to have a socially useful value and to comply with the requirements of the studied technological processes and methods.

4) The methods of technology education used in the classes should fully meet the requirements of the lesson and the content of the educational materials.

5) The organizational-methodical structure of classes in study rooms and workshops should provide for working with students in a team style and individually.

6) The educational activities carried out in practical training on technology education should have educational value.

Despite the variety of types of practical training, it is necessary to emphasize the common didactic aspects in them, such as organizing training aimed at attracting students to master the next educational material, checking that students have mastered, demonstration of technology methods, reducing them with exercises, achieving self-control, completing independent work and past training.

Any lesson has a number of didactic requirements. The accuracy of the didactic goal in relation to the classes of specialized subjects is consistent with the unity of educational and educational tasks, the correct selection of educational materials, the appropriate selection of teaching (educational) methods, and the independence of each student. requirements such as collective work, organization accuracy of the lesson, ensuring safety in student work are set.

There will be the following requirements for the organization of classes of specialized subjects.

1. Clarity of didactic purpose. Usually, a number of didactic issues are solved in each lesson, often one of



them is dominant. For example, students are given knowledge, they develop skills and abilities, develop technical creativity, etc., but these educational tasks are not solved at the same time in any lesson. It largely depends on the content of the lesson. For example, in lessons dedicated to modeling, there are good conditions for developing technical thinking, spatial imagination and other qualities for technical creativity. While preparing models, students strengthen and improve the knowledge and skills they have acquired before, but this is not the main task in this case, but an incidental task. The structure of the lesson, the preparation of the object, methodological tools, all of them are primarily subordinated to the main didactic task, directed to its fulfillment. At the same time, it is not allowed to create conditions that prevent the fulfillment of other educational tasks. In particular, it is possible to choose a model that provides objective conditions for students' technical creativity during training, but the details of which are related to the performance of technology operations that students have not yet mastered. It is natural that such a model is not suitable as an object of training in training workshops.

The task of forming technological skills is evident from the fact that teaching any technological operation begins with giving students some knowledge about the nature of the operation, tools, working methods, etc. Acquiring this knowledge is a necessary condition for mastering the correct methods of work, it is necessary to know things, but knowledge alone is not enough. Because, even if you know how to hold and use the tool during work, you may not be able to do these things. It is often easier to acquire the necessary knowledge to perform technology methods than to master the methods themselves. Therefore, when teaching operations, the teacher's attention is focused on the students' correct implementation of

technological methods, which is the main didactic task in this case.

When the teacher of technology education is preparing for the lessons, he determines which of the didactic tasks are considered the main tasks in these lessons, considers them as the purpose of the lessons and organizes the lessons accordingly.

2. Unity of educational and educational tasks. Education should be educational. This requirement applies equally to all educational subjects. Educating the young generation means instilling in the child a whole set of positive qualities of character. Such qualities include patriotism, respect for elders, honesty. Special favorable conditions for technology education are created in technology education classes. Therefore, technology education is considered as one of the main tasks of technology education. It is clear from this that a lesson in which the teacher does not set a specific educational task for himself cannot be considered a good lesson. Depending on a person's attitude to technology, one can make a judgment about his technology education. Whoever has received the correct technological education, he will never try to increase the productivity of technology by spoiling the quality of his product, using materials without saving, using tools carelessly. Based on this, the teacher will have the opportunity to independently monitor the results of educational work and make appropriate corrections. The educational process in each lesson should be organized in such a way as to instill in students a love for technology. For this purpose, when choosing a subject of work, the teacher should think not only about its compatibility with the requirements of the program, but also about what kind of emotions it will arouse in students, that is, it will interest them, encourage them to compete, etc. It is important to teach students certain rules of



technology culture, such as not to start work without preparing the workplace, not to work with faulty tools. If the teacher observes the implementation of these rules without relaxing the requirements in each lesson, they will become a habit.

The work experience of the schools shows that students' attitude towards technology is gradually equalized, all students willingly start using technology as much as they can. But this can be achieved only if the unity of educational and educational tasks is ensured in the lesson.

3. Choosing the right learning material. When choosing educational material, the purpose of the lesson, the knowledge and skills students have acquired in previous technology education lessons; knowledge of the basics of science; a number of factors are taken into account, such as their physical development.

In product and material processing, planing of details with a rectangular contour on the plane is performed using planing tools. Details with a more complex contour are planned according to the template. As students begin to learn drawing, the demands on planning increase. Templates are used only in special cases, planning is usually done using geometric designs. It can be seen that the processed products and materials are selected depending on the students' previous experience and knowledge of the fundamentals of science.

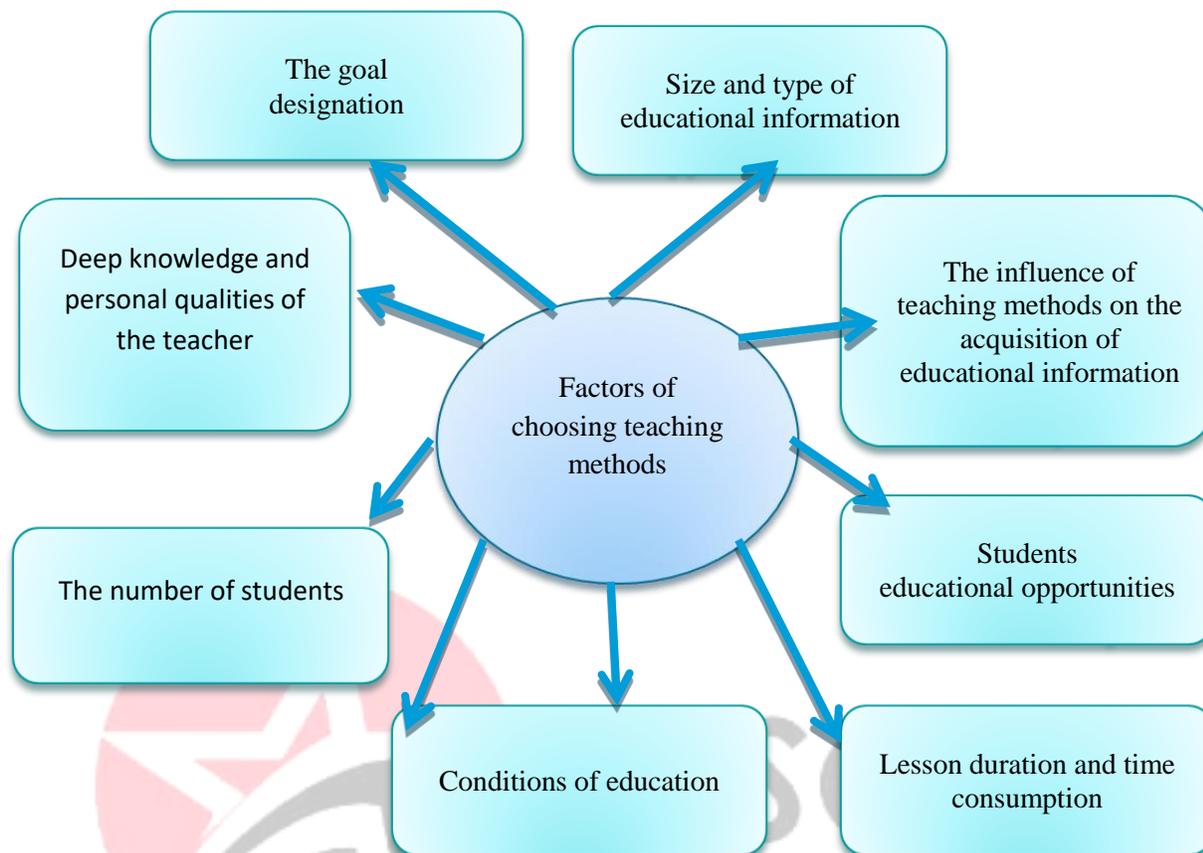
The content of the educational material is selected according to the purpose of the lesson. When a teacher is conducting a final lesson on a topic, for example, he can set different goals depending on the actual situation of the work. If students have made typical mistakes in the implementation of technology

methods, the final activity can be devoted to analyzing them so that those mistakes are not repeated later. In the final exercises, the goals of summarizing students' knowledge, identifying common and different aspects in the methods of processing food products and materials can also be set. It is self-evident that in the first case and in the second case, the choice of educational material is different.

Selection of teaching (educational) methods in accordance with the purpose. If various methods and methods of the teacher's work are not combined effectively, the goal cannot be achieved in any lesson. Therefore, the correction of educational methods has a significant impact on the effectiveness of the lesson.

The main stage of the technology education lesson consists of independent work of students. The success of this work directly depends on how successfully didactic methods and methods are combined in it.

Students' independent work begins with getting acquainted with the content of the task, thinking about how it will be done, using what tools and devices. All these issues cannot be solved without applying knowledge. The teacher himself can give full guidance, of course, but this violates the requirement for the appropriate selection of educational methods, because practical work that is not connected with practical intellectual activity is technological education and general engineering. does not meet educational requirements. Adolescents think about all the issues related to independent work and begin to implement them. Thus, the methods of applying knowledge in technology are combined with exercises on the implementation of certain technology methods. Independent works with elements of student creativity are especially valuable didactically.



Picture-2. Factors of choosing teaching methods.

Demonstration, explanation and discussion of the technology methods of education are used in the description of the new material. Much depends on the appropriate combination of teaching methods. Second, conversation activates students more than explanation. Therefore, in cases where it is possible to rely on some knowledge and skills of students in the process of explaining new material, it is necessary to combine the demonstration of technology methods with a conversation.

For the final part of the lesson, it is characteristic to use such methods of education as conversation, explanation, knowledge, skills and qualifications.

5. Team work that is compatible with each student's independence. Currently, there are three main frontal, link and individual forms of organizing students' work in technology education classes. Evaluation of each organizational form is approached from two points of view: how they help to acquire knowledge, develop skills and competencies; it is determined which of them gives a more accurate idea of the organization of technology in current industrial enterprises, which is the best way to implement the tasks of polytechnic education.

6. Organizational precision of the lesson. Any lesson should be specific in terms of its organization and conduct. An important feature of classes held in







In the process of teaching specialized subjects, a lot of time is allocated for excursions to industrial and service enterprises. In addition, there are educational production practices in the field of technology education.

In some cases, the organization of educational work can be carried out in the form of facultative training in specialized subjects. The composition of students is determined on a voluntary basis, which is characteristic of extracurricular work, and the content of training is determined by the program approved by the Ministry.

In the work experience of higher education schools, two main options of facultative training in the fields of technology education have been approved.

In the first option, the time allocated to the optional training of the specialized subjects in the field of technology education is combined and education is conducted according to a single program. This creates favorable conditions for the formation of relevant practical knowledge, skills and qualifications. In this case, the educational process is organized according to training programs that combine programs of several specialized subjects. For example, optional training will be effective if technical equipment use, repair and management training are carried out together.

In the second option, students who do not have a choice between compulsory classes and optional classes in the specialty subjects, as in the first option, can choose the optional theoretical study of the specialty subjects or the optional practical study of the course material, in which the scope of general technical and technological knowledge of the students and the current his vision of the basics of time production expands.

In the process of teaching specialized subjects, in addition to lessons (practical training), there are also forms such as teaching in educational production brigades, teaching in training workshops, teaching attached to qualified workers.

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