

METHODOLOGY OF USING PRACTICAL METHODS IN TECHNOLOGICAL EDUCATION

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Abstract: The article reveals the theoretical and practical aspects of using practical methods in the process of technological education. The role of practical training in the formation of students' professional skills, the development of their creative thinking, and the application of knowledge in practice is analyzed. The methodology of using experiments, project work, laboratory sessions, and various practical tasks in the educational process is also considered, highlighting their impact on the effectiveness of learning. As a result of the study, the significance of practical methods in technological education for preparing students for professional activity is substantiated.

Keywords: method, pedagogical observation, interview, test, experiment, mathematical and statistical analysis, social research method, educational process, specialty, questionnaires, document analysis, statistical data.

Introduction. In the modern era, modernizing the education system and developing it in line with the demands of the times is one of the most pressing issues. Particularly in technological education, alongside theoretical knowledge, considerable attention is paid to the development of practical skills. This is due to the fact that the modern labor market requires competitive personnel possessing up-to-date knowledge and practical skills.

The Law "On Education" adopted in the Republic of Uzbekistan, the "National Personnel Training Program," and the "Strategy for Innovative Development of Uzbekistan until 2030" serve as a solid legal basis for the further development of technological education and the widespread introduction of practical approaches.

The use of practical methods in technological education not only improves students' knowledge but also prepares them for independent thinking, creativity, and professional activity. Laboratory work, experiments, project-based activities, and various practical assignments develop strong skills in students. From this perspective, studying the methodology for applying practical methods in technological education and its effective implementation is essential for improving the quality of education, preparing young people for modern professions, and developing their intellectual potential.

Didactic activity is a combination of actions by teachers and students. As a result of such activities, students acquire knowledge, abilities, and skills, and develop their worldview and

personal value system. During the course of their education, various student personality traits develop.

Observing and recording such changes is one of the foundations of pedagogical research. The relationships between learning conditions, student and teacher activities, educational content, and teaching methods and tools are objective, like the laws of nature. Analyzing actions related to teaching and education based on thinking is a unified method in pedagogy and didactics.

This can be seen in the works of Jan Amos Komensky, "The Great Didactics," and K.D. Ushinsky, "Man as an Object of Education." In order to draw serious conclusions about the teaching and learning process, it is necessary to rely on systematic observations, experiments, facts, and the results of empirical research.

The goal of scientific research conducted on issues of technology education is to study the characteristics of teaching and learning, develop and practically implement effective methods, and address issues related to the use of technological resources. The process of scientific and pedagogical research can be roughly divided into the following stages:

1. Problem definition based on the teacher's study of literature and practical activities.
2. Hypothesis development, that is, the organization of learning in stages. The teacher puts forward substantiated proposals based on facts and their comparison.
3. Presentation of research results and their implementation in the educational process.

Technology teaching methods utilize both general scientific and specialized methods of scientific research.

General scientific methods include theoretical research, observation, discussion, and experimentation.

The theoretical method includes the study and analysis of literature, as well as research conducted based on teaching experience. When working with literature, books, journals, articles, patents, collections of scientific research, catalogs, and data from online resources are used. The more sophisticated, logical, and appropriately selected research methods are, the more successfully the content of teaching and learning is updated and improved, and the more enriched pedagogical science becomes.

Observation Method. Naturalistic observation is typically used to monitor students' mastery of academic subjects, changes in their behavior and relationships, and to determine appropriate educational and developmental interventions.

Indirect observation is used when direct study of the subject is impossible. This process may include an individual's innate abilities, capabilities, discipline, honesty, modesty, restraint, and other qualities. Such traits are difficult to identify through direct observation, so the teacher uses indicators that are convenient for them.

Along with direct and indirect observation, active observation is also used. In this case, the teacher participates in the didactic process and influences its progress.

Conversation Method. A conversation is a form of questioning and requires significant preparation on the part of the teacher, as it is conducted orally, in direct communication with the student, without recording their responses, in a free-form format.

The pedagogical questioning method involves obtaining information from fellow teachers about a particular aspect or phenomenon of teaching experience. The method is based on a logically thought-out system of questions, their clear formulation, and

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