

APPROACHES THAT RELY ON CONTINUOUS LEARNING OF STUDENTS PRACTICAL SKILLS

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ABSTRACT

This article describes the possibility of continuous activation of practical skills of students, priority aspects of competence and activity approach, which is based on this process, the position of teachers in the continuous activation of practical skills of students. Were exposed situation, their specific features, which are used for continuous activation of the practical skills of the students.

Keywords: Active approach, competence approach, practical skills, technological education, technological science, educational situations, activation, designer, tasks, sewing.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the process of technology education, the development of the theoretical framework for the acquisition of students' practical skills in the transition to a new topic is one of the problems that awaits its solution in didactics.

It should be noted that in the process of pedagogical cooperation, the predictive task of the teacher, aimed at the organization of cases of activation of practical skills of students, is of particular importance. With its help, students will be able to determine what new knowledge and opportunities they will master, ways of presenting them. To date, the change of the subject of the educational process has given rise to the possibility of using effective methods of organizing the process of cognition. To do this, it is necessary to develop effective tools, methods, techniques to ensure the achievement of the practical skills of students in the process of transition to a new topic.

In determining the effective ways of practical skills of students, it is important to formulate basic practical skills in them. It is desirable to use additional results of training in the organization of situations of development of practical skills in students. The work of students towards the acquisition of educational skills is equal in importance to the process of mastering professional knowledge.

Our observations have shown that most of the technology education teachers in their work experiences are three to manners in the processes aimed at shaping certain Amli skills in the students. In the traditional educational process based on the assimilation of knowledge on the basis of the sample, the acquisition of the necessary teaching methods by the students is carried out only after the assimilation of knowledge. However, they must be formed in the composition of each other in mutual relations. It turns out that the organization of the process of cognition is carried out within the framework of the activities of the teacher based on the provision of knowledge to the students.

Today, we can not say that all technology education teachers have also deeply mastered the theory and methodology of an active approach.

In the vast majority of cases, they are unable to effectively use innovative techniques to faultless students practical skills. They do not have the skills to solve the pedagogical and psychological problems that students are facing. It is observed that many technology science teachers who graduate and work in higher education institutions do not have enough professional experience related to the development of students practical skills. To date, it is of particular relevance to focus the attention of technology education teachers on innovative methods aimed at fostering the practical skills of students.

Ensuring the organization of technology education on the basis of active communication from the traditional system of teaching, the unity of relations between the teacher-pupil and the working weapon is directly related to the desire to apply new pedagogical technologies and is of particular didactic importance.

Because the process of precisely designed technology education provides an opportunity for students to master practical skills by ensuring their mental activity. Teacher activity is important in the organization of the educational process on the basis of an active approach. The teacher of technology education can replace a certain amount of his activity with the use of the services of technical means. In this process, the teacher is represented as a subject that organizes the work of students, directs this process, coordinates and advises them.

In the process of Education, pedagogues have distinguished two types of mental activity: 1) reproductive; 2) mental activity of a euristic character based on research. For technology education, especially those based on the euristic quest, activity is of paramount importance. These methods are used in most stages of technology lessons. Such as, for example, tailoring clothes, sewing, processing them as a designer. Communication of connections between these types of mental activity is carried out as a necessary methodological tool. To do this, students are formulated skills to move from private to general in a general way and, on the contrary, from general to private. And this creates in them the opportunity to master the methods of activity inherent in the Universal.

The formation of logical thinking of students is interpreted as an educational problem. Therefore, many manners encountered by students in the process of technology education remain unnoticed by the teachers. As a result of the students' mastering of program materials in the field of technology, they will find in them many practical activity skills such as design, sewing, culinary. Students should, first of all, have the ability to describe the practical actions they are performing. Bunda they need to approach from two different points of view. The objects used in the process of work should be able to logically analyze the images, formulate their own personal thoughts about them and base these thoughts on them. In this way, the activation of their practical skills through the development of technological thinking of students makes it possible to master the methods of productive, rational and emotional activity. It is of particular importance to take into account their mental capacity and age characteristics in the development of practical skills of students. In addition to their age characteristics, it is also of particular importance to take into account gender characteristics in the organization of situations of activation of students' practical skills. For example, if the girls are equally active both at home and at school, then the boys are slow in the process of training, when they are active at home, in the nursery, there are also certain differences in the types of activities that

they perform. In the lessons of Technology, girls are engaged in separate types of Labor, and boys are engaged in separate types of Labor, depending on the gender characteristics. In the process of Technology Education, taking into account the gender characteristics of boys and girls, it is also necessary to apply a specific approach to the performance of their practical skills. When applying a particular approach, it is also necessary to take into account the socio-demographic characteristics of the family environment in which students live and the educational institution. For example, if they are engaged in crafting in some families, then in some regions livestock, grain production will be widespread. In such situations, the level of interest will be high in relation to the types of Labor indicated in the students. In technology lessons, the teacher makes certain demands on the students. In the course of the course, based on the competency approach, the possibilities of practical activities of students are explained. It is necessary to organize didactic situations aimed at activating each practical skill. The mood of the student in a particular environment affects his activity. Because in didactic situations, which are aimed at different goals, the student's activity is manifested at different levels. The process of technology education is the conditions for each student to realize a new way of activity of character. This, in turn, clearly determines the rules by which the reader applies. The orientation and interaction of the reader's attention to a particular process contributes to its entry into a new environment, adapting to this environment and acquiring certain practical skills, allowing it to be activated. In the process of technology education, students gradually adopt new rules. These rules are followed in the process of transition to a new topic. As a result of this, students will be able to master new types of activities.

Most students quickly adapt to the learning process and intensively master practical skills. It is possible to show its moral qualities to the mystery of the peculiarities of the character of the reader. The mental state of the teacher is also important in order to activate the practical skills of the students in the transition to the new topic. The spirit of the teacher has its own unique form, which is somewhat more complicated than that of the students. It should be noted that the position of the teacher is of particular importance, in order to achieve it, the educator must have great knowledge, skills and experience. Because the product of the teacher's work is manifested for a long time. Self-confidence for the teacher is incredibly necessary. Without self-confidence, the teacher can not coordinate his pedagogical activity and apply innovative techniques that will serve to faollashtir the practical skills of the students. Such confidence provides for working communication and transparency between the teacher and the students. This, in turn, is the most important situation in the teacher's psyche. Thanks to the same trust, they will be attentive to their activities. In the fate, when the teacher looks at his students with special love, the pupils also listen to him diligently and fulfill the assignments he has given. The teacher should respect the independent thoughts of the students, support their non-standard way of thinking. Only then begins to show mental activity in students, they persistently defend it, looking with confidence at their point of view. The educational process, which is based on an active approach that serves to faultless the practical skills of students in the transition to a new topic, has its own characteristics.

In the performance of students practical skills, the teacher also takes a specific position in addition to them. The learning process, which is aimed at fading the practical skills of students, is regularly complicated by the specificity of their psyche. The teacher makes great effort to organize the effective performance of the students on the acquisition of new knowledge. The presence of low self-esteem students in the classroom complicates the situation. In this situation, teachers should be able to successfully manage the learning processes of the students. To do this, the teacher must first learn the nature, interest, level of activity of the students in the class. Because the pedagogical process is not only the process of carrying out educational activities.

In the process of teaching students, the teacher should be able to penetrate deeply into their hearts, influence their feelings. The main way to influence the hearts and feelings of students is to establish a lively dialogue with them. By providing students with the right education, their intellect and feelings are directed in the right direction. Because their emotions, fantasies occupy a leading place in the performance of students' practical skills.

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