



## Methodology of Selection of the Optimized Content of Technological Education

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### ABSTRACT

This article describes the role and importance of technological education in career choice, the relationship of teachers with students and the technology of teaching

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Consistent progress of the Republic of Uzbekistan on the path to building a democratic state governed by the rule of law and a just civil society; The implementation of radical changes in the country's economy, the gradual transition of the republic's economy to the production of competitive end products, mainly raw materials, the expansion of the country's export potential will help the future generation to find a place in life.

Professionalism and competence are such qualities of a person that they determine the life and work achievements of a future specialist. At the current stage of development of education in the country, the main task of the subject of pedagogy of vocational education is to train specialists who can adapt to the world conditions of production, to raise the economy to a great state level, and to form a creative approach, independent thinking. and focus on cultivating implementation qualities. That is why today it is important to create a new generation of textbooks, manuals and recommendations in all areas of science, including vocational education. Vocational education pedagogy studies the laws of education, upbringing, training and development of students of vocational education institutions, develops criteria for the use of education and training, pedagogical and information technologies, substantiates the types of vocational education institutions and their management system. It summarizes the knowledge of pedagogical theories, methods of designing innovative technologies. The science of pedagogy of vocational education involves the preparation of people for professional activity, the professional education of the new generation, the adaptation of the skilled workforce to the level of new requirements. Vocational education pedagogy is enriched with the most advanced methods and directions recognized worldwide. Today, new concepts and theories are being developed in connection with other areas of science, which are waiting for their broad application. Vocational education pedagogy as a branch of general pedagogical science is formed in the process of improving the system of vocational education. It is a relatively modern field of science, and today many concepts are formed and developed. As in any field of science, the pedagogy of vocational education has its own categories and concepts, quality indicators, which form the basis of science. The growing focus on vocational education can be explained by: 1). The formation and development of new vocational schools, lyceums, colleges, technical schools and other types of educational institutions as a result of educational

reforms; 2). Organization of economic education in higher education institutions, establishment of separate departments and faculties; 3). The emergence of new concepts and theories in the interconnection of fields of knowledge, which are intended to be more closely linked with other disciplines of economic education, to be implemented in the future; 4). Increasing the range of educational services provided by economic educational institutions, the production of finished products and services on their basis, the introduction of advanced forms of labor organization, etc. Vocational education has long been aimed at educating a comprehensively developed personality, but this event was carried out at the expense of reducing the level of formation of professional skills of graduates. This situation did not serve to increase professional skills and abilities, to improve one's knowledge throughout one's life, and to increase one's need for self-education. As a result of the reforms in the education system of the Republic, special attention is paid to the issue of special training for vocational education workers, the formation of professional skills and abilities in the student. In particular, the work experience of teachers in general secondary schools has determined the forms and methods for students to choose a profession. The main ones are as follows. Hiring to choose a profession in classes. For example, a teacher introduces students to work-related occupations that they perform in their workshops. For example, as students learn to process wood and various fabrics and fabrics, they learn about the professions of tailor, cook, designer, carpenter, carpenter, plywood veneer, wood cutter, frame maker, lathe, and driller. In addition, the teacher will talk about the professions of lathes, which have replaced the specialties associated with manual processing of wood in enterprises. When teaching students to work in metal in the workshops, they are introduced to a number of professions of locksmith and machine operator: tinsmith, toolmaker, repairman, fitter, lathe, driller. In addition, during the study of some topics, it is possible to expand the perception of teenagers about the occupations of metalworking enterprises: heat treatment, rolling, steel smelting, as well as sewing, cooking and so on. In the classes dedicated to electrical installation work, students get acquainted with the professions of electrician, electrician (repairman electrician, electrician fitter, wrapper electrician and so on). 2. Hiring to choose a profession on excursions. Usually, the excursions provide an opportunity to acquaint students with the material that goes beyond the curriculum. This opportunity can be used to recruit students to choose a career. For example, when students go to metal and woodworking mechanics shops, they see many groups and types of equipment. It is therefore recommended that the teacher be told about the occupations of the workers working on these equipments. If the workers themselves talk about their work, the products they make, the students will have a better idea of these professions. 3. Recruitment to choose a profession in the club. There are more opportunities to introduce students to different professions in the circle classes. If the teacher notices that the student has a tendency to work in one of the working professions, for example, wood, metal, he should work with the student to deepen his knowledge and training, to arouse interest in the profession he likes. 4. Meetings with production innovators and those working in the field of material production after graduation. Usually, the performances of people working in industrial enterprises after graduating from this school make a great impression on the students. There are many occupations that students become acquainted with in the process of labor education. Therefore, teachers have no difficulty in finding production innovators who can tell students about their profession. The statements made by industry leaders about the use of knowledge of the basics of science in the performance of production tasks are particularly valuable. Students will understand that it is not possible to be an advanced worker of modern production without general knowledge. Meetings with production innovators are often held in a ceremonial atmosphere. When children make gifts for guests, they make a commitment to read well. Such events will be of great educational significance. 5. Conducting various cultural events. Various cultural and public events that contribute to the successful recruitment process are known from the work experience of schools. For example, competitions on "Who knows more about the profession", the publication of oral journals "In the world of professions", discussions on "Personal and public opinion in choosing a profession", the organization of exhibitions of relevant literature, discussion of books and movies. All these activities can be carried out in workshops. 6. In-depth study of professions. In addition to working with all students at once to get an idea of specific professions, the teacher works more seriously with students who are willing to become familiar with this or that profession. Students are grouped into groups or clubs depending on their interests. In this case, various organizational forms of work are used. Students create a museum on their own, write essays, conduct

excursions. All of this allows the teacher to give a broader explanation of what a particular profession demands of a person to help students understand the basics of career choice. If a teacher notices that a student has a strong interest in a particular profession and that the student's health meets the requirements of that profession, he or she will begin to take appropriate action to help the teenager's desire come true. For example, if we take 9th grade topics Topic: Compositional Integrity. a description of a single selected type of profession related to folk handicrafts. Competencies formed and methods of implementation:

Basic competencies:

Communicative competence

Competence in working with information

Competence for self-development as an individual

Socially active civic competence

General cultural competence

Competence in mathematical literacy, knowledge and use of scientific and technical innovations.

Science competencies:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Methods of implementation:

References, textbooks, dictionaries, tables, encyclopedias, interactive tests, didactic materials, work on the Internet.

Be able to use mathematical terms competently in speech.

Working in groups and in pairs.

The course process and its stages;

The name of the work

The content of the work to be performed

*Time:*

Phase 1: Organizational part

Greetings. Determining attendance. A moment of spirituality. 3 min

Stage 2: Reflection. Identify needs.

Related leagues. 6 min

Step 3: New Topic Statement

Practical and theoretical explanation, Test questions. Slide. 20 min

Step 4: Strengthen "Brainstorming" 11 min

Step 5: Evaluation. Concluding remarks.

Encourage students to actively participate in the lesson 3 min

Step 6: Homework Memorize theoretical information and complete practical assignments independently 2 min

*Topic:* Compositional integrity. Describe one of the selected professions related to folk crafts.

*Course Objectives:*

*Learning Objective:* Compositional integrity for students. Provide information on the description of a selected type of profession related to folk crafts.

*Educational goal:* To teach students to be clean and hardworking. Explain the needs of marriage and their use. Explain the rules of safety, workplace organization, training in full compliance with the requirements of sanitary hygiene.

*Developmental Objective:* Compositional integrity in students' imagination. To develop knowledge, skills and competencies in describing a single selected type of profession related to folk crafts.

*Course type:* Knowledge enhancer. A new educator.

*Course style:* Explanation, conversation, quick question-answer, practical independent work, discussion, demonstration, etc.

*Course method:* group work, "Brainstorming", "Who is smart, who is smart", "Cluster", "B / B / B" methods are used.

Classroom equipment: cooking classroom, sewing tools and equipment, drawing and handouts, teaching aids, electronic materials, test materials.

Course:

Organizational part:

Greetings

Determining attendance

Preparing for the lesson

Focus students' attention on the lesson.

Ask for homework:

Question-answer

Check assignments

New topic statement:

Strengthen the new theme.

Questions to reinforce:

1. What is a composition?

2. What skills does the art of composition reflect in the artist?

3. What is the main task of a specialist working on the composition of clothing?

4. What are the main features of clothing composition?

5. What is proportionality?

6. What is silhouette and rhythm?

7. Explain the function of stripes on clothing.

8. What are symmetry and asymmetry?

9. What role do fabrics and decorations play in clothing?

10. Give information about color and illusion.

Completion of the lesson and assessment of students. Arranging a career referral room. Homework

Assignment: Read all the information provided on the topic.

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