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## Methodical Training of Elementary School Teachers in Technology Subject

**Key words:** *methodical preparation, initial class, lesson, technology.*

**Annotation:** *in article problems methodical training of elementary school teachers in a subject technology are considered.*

Today, the wide use of information and various pedagogical telecommunication technologies is typical. The emergence of innovative new technologies led to the emergence of an information world and high technologies. As a result, the amount of information processed and used by a person has sharply increased. In modern conditions, the upbringing of an unconventional thinking creator is at the forefront. If earlier emphasis was placed on expanding the knowledge of students, today it is necessary to focus on the formation of skills and abilities to make life itself, to change it for the better. Consequently, the teaching can no longer be just a preparation for future work and life; it should increasingly be work and life, combined with research search, productive work, various forms of communication. And the most important thing is the turn of the entire educational process to the person. Education should not only equip a person with knowledge, but also develop, improve it as a person.

At present, the formation of a new education system oriented towards entering the world educational space is underway in Uzbekistan. There is a change in the educational paradigm: other content, new approaches, other law, other relations, different behavior, other pedagogical mentality are offered. The content of education is enriched with new procedural skills, development of abilities, information management, creative solutions to problems of science and market practice, with emphasis on individualization of educational programs.

Traditional ways of information transfer - oral and written speech, telephone and radio communication and television to a certain extent, give way to computer telecommunications. The most important component of the pedagogical process is the interaction of the teacher with the students. It is planned to further integrate educational factors: schools, families, micro- and macro-societies. The role of science in the creation of pedagogical technologies that are adequate to the level of public consciousness is increasing.

Objectively existing in the society the need for labor development of the younger generation in the new socio-economic conditions led to the renaming of the subject of work on the subject "Technology". The main goal, which is the preparation of students for independent working life in a market economy.

At the lessons of technology, students should have a system of knowledge about the specifics of technological transforming activities, as well as the qualities inherent in an intellectually, physically developed and technically educated person, oriented toward achieving a high result

of activity in conditions of freedom of choice, competitive competitiveness and limited resources.

The introduction of the course "Technology" in the general education system underlines the essence and necessity of technological knowledge and skills for solving theoretical and practical problems in the real world.

The goal of technological education is: preparation of students for transformative activity in social production, the formation in their mind of a technical and technological picture of the world (along with the natural-scientific and socio-historical) and the development of such personal qualities as transformative thinking and creative abilities; development of the individual and finding her "I" in the process of participating in various types of educational and labor activity

These goals can be realized in the process of educational, labor activity of students in the whole educational and upbringing activity of the school. A significant place in this sphere is occupied by polytechnical, technological, and professional education. But the developing practice of technological and vocational training of students does not allow to fully implement the principles of integrity and comprehensive development of schoolchildren, does not ensure their readiness for modern information-intensive creative work. The polytechnical material distributed in academic subjects is not allowed to create a complete picture of modern technologies for students, does not act as a reliable link between the educational and vocational training of schoolchildren.

The technological direction of the educational process is also realized spontaneously due to the uncertainty of the functions of a certain proportion of general educational disciplines in the implementation of technological training for students. Considering that the study of general educational disciplines occupies the main part of the student's school time, there is every reason to believe that this most important part of the teaching and upbringing process in the school practically does not work for the technological education of students.

Technological training is an integral element of general education. It is the basis and component of professional education.

The essence of education is revealed in the description of the activity to which the personality is prepared. So the essence of general education is expressed in that it serves as a means of forming a personality capable of life and work in society, and the essence of vocational education is to describe the content of labor. The essence of technological training is in the characterization of means and methods of activity for achieving material and spiritual values and the formation of the qualities of personality necessary for this.

This implies: polytechnical development of young people, familiarization with modern and promising technologies for the transformation of materials, energy and information, taking into account economic, environmental and entrepreneurial knowledge, mastering general labor skills and skills, creative and aesthetic development of students, mastering students with vital skills and skills in including the culture of behavior and conflict-free communication in the work process, providing students with opportunities for self-knowledge, peace professions, the

acquisition of practical experience of elements of professional activity with the aim of reasonable professional self-determination.

The implementation of these objectives includes the following:

- forming students qualities of a creative, active and easily adaptable personality that are necessary for activities in the new socio-economic conditions, from the definition of requirements to the products and ending with its implementation; students should be able to: identify the needs and opportunities of their activities, find and use the necessary information; to put forward ideas for solving emerging problems (design development and technology choice), to plan, organize and perform work (equipment adjustment, operator activity), evaluate the results of work stages, adjust their activities and fulfill the conditions for the realization of products of activity; ways of transforming materials, energy and information into the final consumer product or services in conditions of limited resources and freedom of choice; professional self-determination in the framework of differentiated education and humane achievement of life goals, the formation of a creative attitude towards the quality of work, the development of versatile personality qualities and the ability to adapt professionally to changing social and economic conditions.

In the process of teaching the subject area "Technology" the following tasks should be realized: to create polytechnical knowledge about the most common and promising technologies and the system of mental, sensory and physical actions, to instill the initial vital knowledge and skills to conduct household and family economy, to acquaint with the fundamentals of the modern production and services, to develop the independence and ability of students to solve creative and inventive problems; Misia self-discovery, exploring the world of professions, performance of professional samples for the purpose of an adequate professional self-determination; to bring up industriousness, enterprise, collectivism, humanity and mercy, compulsion, honesty, responsibility and decency, a culture of behavior and conflict-free communication (moral education), cultivate a caring attitude to nature and natural resources; to form an active environmental life position in the process of labor training (environmental education); give an opportunity to master the basic concepts of market economy, management and marketing and the ability to apply them in the implementation of their own products and services; to teach us how to use consumer products as objects of labor, to design them taking into account the requirements of design and decorative and applied art in order to increase their competitiveness in the implementation. To develop the artistic initiative of the child (aesthetic education).

In the initial classes, the foundations for the technological preparation of schoolchildren are laid, the improvement of which then takes place in the basic and secondary schools.

Formation in students of the qualities of a creative, active and easily adaptable personality must begin with the first class. It is known that creative thinking develops in the child in three stages: the first stage corresponds to the age of 5-7 years and is associated with the development of visual-efficient thinking, the second stage corresponds to the age of 8-11 years, is aimed at the development of causal thinking, the third stage corresponds to the age of 11- 14 years, is aimed at the development of heuristic thinking.

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