

## THE EMERGENCE OF TECHNOLOGICAL PROCESSES

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**Annotation:** this article presents ideas about technological processes that are currently very important. There has also been a debate about the processes of formation and development of technological processes.

**Keywords:** technological progress, social process, the principle of Science and systematicity, specificity

## ВОЗНИКНОВЕНИЕ ТЕХНОЛОГИЧЕСКИХ ПРОЦЕССОВ

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**Аннотация:** В этой статье изложены идеи о технологических процессах, которые в настоящее время очень важны. Обсуждались также процессы формирования и развития технологических процессов.

**Ключевые слова:** технический прогресс, социальный процесс, принцип научности и системности, наглядность

The didactic principles of teaching technology and knowledge of their essence make it possible for us to have a clear idea of this process. Therefore, we want to talk below about the main didactic principles of Science and their essence. In general secondary institutions, the subject of technology is taught based on the following principles. Teaching technology lessons in AoS of the principle of mindfulness and activity - students will consciously and actively acquire scientific knowledge and methods of their application, in which they will develop independence, thinking, speech in creative initiative and educational activities. The principle of awareness in teaching refers to such norms in students as understanding the specific goals of the educational process, mastering the studied evidence, phenomenon, processes and the

connection between them with understanding, being able to apply the acquired knowledge in practical activities:

- The rule of revealing the literal meaning of each word and sentence, using the method of figurative comparison, relying on the existing knowledge and skills of the reader;
- The rule of finding a collective answer to the questions posed, using the power of the students' mutual teaching effectively. The rule of educational influence on the student, knowing that the student is always standing in the center of the lesson, his personality is being formed, never placing the subject in the center of the lesson;
- In order for the process of teaching to be more successful, the rule is to strengthen it with a few examples, after each understanding is given;
- The rule of teaching student students to think and act independently, never letting the teacher return what they say, move and tell from someone;
- The rule for the development of creative thinking in children by giving a comprehensive analysis of the knowledge given in a moment.

In technology classes, the principle of Science and systemativeness requires that scientifically based, practically tested data be provided to teach students. When choosing them, it is necessary to use the latest achievements and discoveries of Science and technology. In the process of acquiring scientific knowledge, students develop a scientific worldview, thinking. The fact that the scientific content of the educational material taught in each lesson is broad and deep should create in the student not only knowledge, but also thinking, and form his creative abilities. To do this, the teacher must be aware of modern pedagogical technologies, discoveries and scientific innovations that consistently increase his scientific level. The knowledge that the student is studying must necessarily be theoretically verified and tested in practice. Teaching on the principle of systematicity and consistency requires the organization of teaching in such a way that the teaching of educational subjects is carried out in a strictly logical order. Students consistently master cognitive skills and competencies and at the same time learn to use them to solve practical tasks.

The principle of systematicity and consistency is implemented in all branches of the pedagogical process. Its requirements are reflected in the composition of textbooks and programs. Proper distribution of training material requires the transition from simple to complex, from simple operations to more difficult operations.

The principle of consistency - requires following the rules of elementary didactics: from simple to complex, from certain to non-formal. When passing topics or solving technological problems, the teacher should plan the lesson in such a way that it is understandable to students. This should take into account the age and individual characteristics of students.

Organization of technology lessons on the principle of unity of practice with theory - since scientific knowledge appears on the basis of the needs of people's productive activities and serves this activity and is connected with life, in order to acquire this knowledge, it is necessary to master and practice them in content. Preparing students for practical activities begins with the process of acquiring theoretical knowledge. It is then continued in experimental and practical training. In these activities, students, under the guidance of a teacher, examine, strengthen, deepen the knowledge gained in the conditions of experience. Putting them into practice produces skills and competencies. There are different forms of associating a unit of practice with a theory:

- ❖ the correctness of any knowledge is tested and confirmed in practice;
- ❖ practice-criterion of truth, source of knowledge and scope of application of research results;
- ❖ properly organized education comes from life;
- ❖ the effectiveness of education is determined by how much it relates to practice;
- ❖ the effectiveness of knowledge giving. it is defined by its association with polytechnic education;
- ❖ the more knowledge given connects with life, the more conscious it is to acquire knowledge in children.

*The application of these in practice goes through the following rules:*

1. When giving knowledge and upbringing, you need to connect a child, to find out how much it is necessary for his life;
2. Boorish from life to knowledge or from knowledge to life when giving knowledge;
3. In giving knowledge, noting that this knowledge was discovered because it was necessary in life;
4. Boorish by introducing readers to the latest labor weapons and Labor Relations;
5. Requiring students to definitely test the knowledge they have acquired in practice;
6. To show in practice the school's connection with production.

Organization of technology lessons on the principle of directness - the directness of teaching confirms that only if students have a certain emotional practical experience associated with the direct perception of things and phenomena of the processes being studied, they consciously acquire knowledge, and it is possible to form scientific ideas and concepts in them. This principle requires the use of various senses in the training process: vision, hearing, bodily perception, etc. In the process of training, it is widely used to indicate the method of work and operations in order to generate skills and skills in students. The instruction will interest and interest the students, help to remember the lesson in progress well (poster, diafilm).

Organization on the principle of solid and thorough mastering - the principle of solid and thorough mastering is reflected in the many years of research of all advanced teachers and pedagogical scientists. In it, empirical knowledge is consolidated with theoretical knowledge. The process of solid acquisition of knowledge is very complex, and research in subsequent years has made changes to this process.

In the process of modeling, unlimited opportunities arise for students to again apply the knowledge gained in the lower classes on this work, etc. The principle of teaching technology lessons on the basis of productive labor has put forward the idea that some pedagogical theorists cannot combine teaching with productive labor. They had put forward the misconception that work done in technology education

classes would be sufficient if done on an exercise basis. But life has shown that this opinion is wrong, that is, only when the reader sees the end of his work has it been proven that interest in labor as well as respect for the person of labor increases. Therefore, it is advisable to conduct technology classes on the basis of productive labor.

In the educational process, didactic game technologies are used in the form of a didactic game lesson. In these classes, the learning process of students is harmonized through the activities of the game. For this reason, classes in which the educational activities of students are harmonized with the activities of the game are called didactic play classes.

The teacher-educator must first prepare the students for individual (individual), then group games and conduct them, and after the game is successfully released, prepare them for Public games. Because in order for students to actively participate in didactic play classes, it is necessary to have the necessary knowledge, skills and qualifications, in addition, cooperation, mutual assistance should arise between the team of the group.

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