

Organization of Technological Educational Processes and Using the Method of "Integration Strategy" in Improving the Management System

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Abstract. In this article, the development of the "Integrated Strategy" method, which has an innovative character in improving the system of organization and management of technological education processes, the use of demonstration and reorganization approaches for the first time, as well as four stages of effective organization of technological education processes (organizational, propaedeutic, basic and the final stages) and the presence of three main conditions (strengthening students' thinking, objectivity of the thinking process and determining the solution to educational problems) process was studied.

Key words. Technological educational process, innovation, integration, strategy, demonstration approach, reorganization approach, pedagogical process, technological process, innovative process.

In modern pedagogy, the process of searching for new approaches to organization and management of pedagogical processes, implementing innovations and improving them continues. In order to effectively organize and manage pedagogical processes, to ensure their quality and efficiency, the selection of the most convenient and effective management technologies and mechanisms depends on the professional skills of each teacher as a pedagogical process manager.

In the organization and management of the technological education process, the use of modern approach technologies, abandoning the traditional approaches in the process of subject-subject relations, helps the subjects to work in mutual cooperation and equal rights and to fully realize the educational and educational goals.

The development of special abilities in students based on the organization of technological education processes is considered the most active process, because for the first time students get acquainted with preliminary information about their future chosen profession and various types of professional activities. Along with the acquisition of knowledge, it serves as a basis for a certain experience that corresponds to the specialty chosen in the future as a mandatory requirement for the effectiveness of the educational activity of students.

Education of students in general secondary schools is characterized by two components: the first is the effective intellectual activity of students, and the second is the activity of striving for creativity. "Directing to creativity is the second activity of every student's professional training, that is, striving for creativity. Such a goal should be clearly defined in education, because the attitude formed at the school age is a factor that determines the tendency to move to the field of work" /1/.

The emergence of the need to use the problem-activity concept of teaching in the process of practical training in schools in accordance with the approach of personal-social-activity makes the problems urgent.

The problematic type of teaching activity is based on the methodological position that the development of a person is determined by the socio-historical process that changes the reality around a person and himself, therefore, the school education system should be built in accordance with the personal-social-activity approach. "The personal-social-activity approach emerging in

students includes the principles of pedagogical and social psychology, and its advantage is determined by the main factors of the formation and development of the individual: the personal factor, the generality of the social and professional process" /2/.

The personal approach takes into account the physical, individual-psychological and other characteristics of students, and this requires teachers to have an individual way of communicating with students. In this process, in the process of preparing students for various educational and career orientation activities, the uniqueness of teaching, their professional and personal self-awareness forms are studied, and the leading type of activity is distinguished depending on their interest.

In our country, a number of scientists and researchers are carrying out scientific and research work on various aspects of vocational education and orientation of students. For example, P.K. Kholmatov spoke about the role and importance of extracurricular activities in guiding students to a profession, and the modern mechanism of ensuring the harmony of the content and essence of extracurricular activities related to labor education with the process of vocational training, as well as the goals and tasks of vocational training based on this, he developed organizational and pedagogical criteria for choosing the content of extracurricular activities /3/.

Another scientist, N.R. Ashurov, identified the historical development and current situation of using folk crafts as national values in preparing students for work and profession, as well as identifying the specific aspects of using folk crafts considered as national values in preparing them for work and profession. explained the possibilities of educational activities through the use. The researcher suggested the role and importance of educational activities to improve the use of folk crafts as national values in preparing young people for work and profession, as well as the criteria for determining the level of learning of these values by young people /4/.

Another scientist, H.R. Sanakulov, scientifically explained his thoughts in this regard and determined the formation of the personality of a young school student based on work traditions. These ideas have been confirmed by the researcher's experiments on the effectiveness of educating junior schoolchildren's interest in professions using labor traditions. In this research work, the pedagogical conditions of raising the interest in professions of junior high school students on the basis of labor traditions are theoretically based, and methodical recommendations for it are created /5/.

By studying and analyzing the scientific research works of the above-mentioned scientists, ways of improving the organization and management of technological education processes in the field of technological education were studied /6-11/. These studies are not without some shortcomings.

The "Integrated Strategy" method that we recommend as an innovative method was developed for use in the organization of technological education processes in the educational system and improvement of management activities.

The unique aspects of this "Integrated Strategy" method are that it is characterized by the improvement of pedagogical processes and the development of the ability of the subjects of the educational process to apply the knowledge learned in organizational and management activities, the skills formed and the new knowledge that appeared in the process of the formation of skills to daily activities.

The "Integrated Strategy" method is designed for the effective use of modern methods, forms, tools and approach technologies and strategic approaches that serve to improve the cooperative activities of teachers and students.

In the processes of applying the "integrated strategy" method, the effectiveness of the organization of technological educational processes of students develops due to the assimilation of acquired knowledge, formed skills and acquired skills.

When implementing the "Integrated Strategy" method, it is necessary to take into account the specific features of all types of pedagogical processes as a comprehensive multifaceted pedagogical system, and ensure the interdependence and relevance of the studied topics and tasks.

The purpose of using this method is to use the technology of developing the student's creativity, i.e. creative thinking. It should be noted that many methods of general didactic nature are

used in the process of technology science. However, such methods as practical demonstration of work methods, exercises related to their implementation, working with technical references and technological documents, and performance of educational production tasks are methods specific to the "Science of Technology". It is possible to organize training using many types of pedagogical technology in technology classes. Pedagogical technology is aimed at the comprehensive development of the child's curiosity.

The organization of technological educational processes is of practical importance in improving motivational situations based on the use of self-management mechanisms in pedagogical processes and creating favorable situations for students' self-management and development. It is important that the technology of this approach is used depending on the situation in the pedagogical process, at any stage of the educational and cognitive process, depending on the level of activity of students. The technology of this approach helps to create a general motivational-reflexive environment in the classrooms to increase the activity of students in pedagogical processes.

In the course of research conducted in the direction of diversification in the processes of organization and management of technological education in the educational system, and the improvement of the effective use of special and functional strategies, the following several approaches were proposed for the first time in the improvement of the organization and management of technological education processes:

In particular, based on the specific features of the topics studied on the basis of demonstration approaches or their content, practical problems for the constructive development of educational processes and effective mastering of concepts by students, as well as on the use of various technologies, methods and approaches in the organization and management of theoretical lessons, seminars, events involves showing interviews given by experienced teachers. Implementation of this approach has a didactic nature, helps teachers to be aware of the problems that arise in the pedagogical activity of young professionals, and also encourages in-depth study of pedagogical sciences in the process of preparation for professional activity.

When using the reorganizational approach, the structure of the educational process is based on a set of components (stages) that ensure the overall interrelationship and interdependence of the lesson stages in accordance with the lesson organization algorithm.

Based on the current situation and conditions, it is necessary to reorganize the pedagogical process, taking into account the activity of students, educational activities and the effectiveness of lesson stages.

It is important to take into account the need to ensure the universality of changing the sequence of lesson stages based on maintaining the interdependence and interrelationship of all stages of the pedagogical process in the formation of the lesson organization algorithm for the implementation of the reorganization approach.

In order to effectively organize technological education processes, lessons can be divided into several stages according to the content of the lesson and its didactic goals. For example, training can consist of 4 stages:

- 1) the organizational stage, the topic, purpose, plan and tasks of the lesson are introduced;
- 2) the propaedeutic stage, the subject of the lesson is reflected in the studied information system and describes the pedagogical process by applying the above-mentioned demonstration approach. The propaedeutic stage encourages learning and acquiring knowledge, helps students avoid making mistakes in technological activities;
- 3) the students answer the questions according to the pre-announced plan in the main stage, discussions and negotiations are organized, the main conclusions are formed;
- 4) at the final stage, the teacher summarizes the results and announces the grades.

The effective functioning of the mechanisms of organization and management of technological processes serves to ensure the achievement and activity of students at each stage of the lesson.

In connection with the organization of technological education processes, it is appropriate to consider the goals, nature and principles of the problematic activity of teaching, and to dwell on the pedagogical conditions of the effectiveness of this process.

The following three main conditions of the effectiveness of problem-based learning can be distinguished. They are as follows:

1). Along with strengthening the thinking of students, it is ensured by the consistent development of contradictions in their educational, creative and practical activities. Thus, a consistent increase in the intensity of student thinking helps to create problem situations, use different methods and tools, for example:

- limiting the time to solve the problem situation;
- consider the event from all sides;
- various aspects of event activity;
- problem solving, etc.

The use of educational methods to create problem situations is effective in the following cases:

- to have a logical connection with previously learned educational material and things to be learned;

- including the visible boundaries of the known and the unknown in the educational process;
- new idea and aesthetic pleasure when comparing known ones.

2). The objectivity of the thinking process, that is, the perception of the growth of the mental activity of students, allows the teacher to identify the shortcomings in their thinking process and develop measures that help to make appropriate corrections.

It is advisable to use the following methods for the clear manifestation of students' thinking:

- writing down the results of all stages of mental activity;
- clarifying and further improvement of the most optimal option of the assignment by the student;
- control of the student's mastery of educational materials for the assignment given by the teacher.

3. In the process of developing solutions to educational problems, it is necessary to organize individual independent actions of students. The different educational situations that the teacher can present to the students allow them to choose a certain number of options. forms the ability of students to make independent decisions in solving problems of any complexity when determining the solution to these educational problems.

The following methodological methods will help in this:

- variable and variable development;
- the student develops his own version of solving the educational problem, improves it, corrects it, processes it;
- determining the optimal solution, its implementation, etc.

Due to the fact that the education of students in general secondary schools is characterized by two components, that is, the participation of students in an active intellectual process and the pursuit of creativity, the main stream of the personal-social-activity approach shows the practical manifestation of the concept of problem-based teaching.

Based on the content of this proverb, it is possible to draw the following conclusion:

- the "Integrated Strategy" method, which has an innovative character, was developed in the improvement of the system of organization and management of technological education processes;
- it was recommended to use demonstration and reorganization approaches for the first time in the organization of technological education processes and improvement of management activities;
- four of the effective organization of technological education processes stage (organizational, preparatory, main and final stage) was recommended;
- three main conditions for the effective organization of technological education processes (strengthening students' thinking, objectivity of the thinking process and determining the solution to educational problems) were studied.

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